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ABSTRACT

The Reorganized Junior High School Program completed its second year of operation in June 1973. An additional counselor was hired for each of the two schools in the project, Jordan and Marshall-University. A major procedural objective called for the counselors to place greater emphasis on team member, implementer, and facilitator functions. The outcome objectives of the project were increased counselor effectiveness as viewed by teachers and students, positive student attitudes toward school, and increased parent and student involvement in the school. Two seventh grade counselors at Jordan assumed responsibility for the usual administrative role in the area of student behavior. Working contacts between counselors and teachers were increased by team meetings held twice a week during the second semester, counselor visits to classrooms, and informal meetings in the seventh grade conference area. At Marshall-University teacher-counselor teams consisting of one counselor and four teachers, were set up to work with 160 eighth graders and 100 seventh graders. Daily team meetings during the team teachers' common preparation time were the core of the project. Generally, both teachers and students expressed more favorable attitudes toward their counselors after implementation of the Reorganized Junior High School Program. (Author/BJG)

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Reorganized Junior High School Program: Second Year Evaluation 1972-73

A Title III, ESEA Project

Lary Johnson

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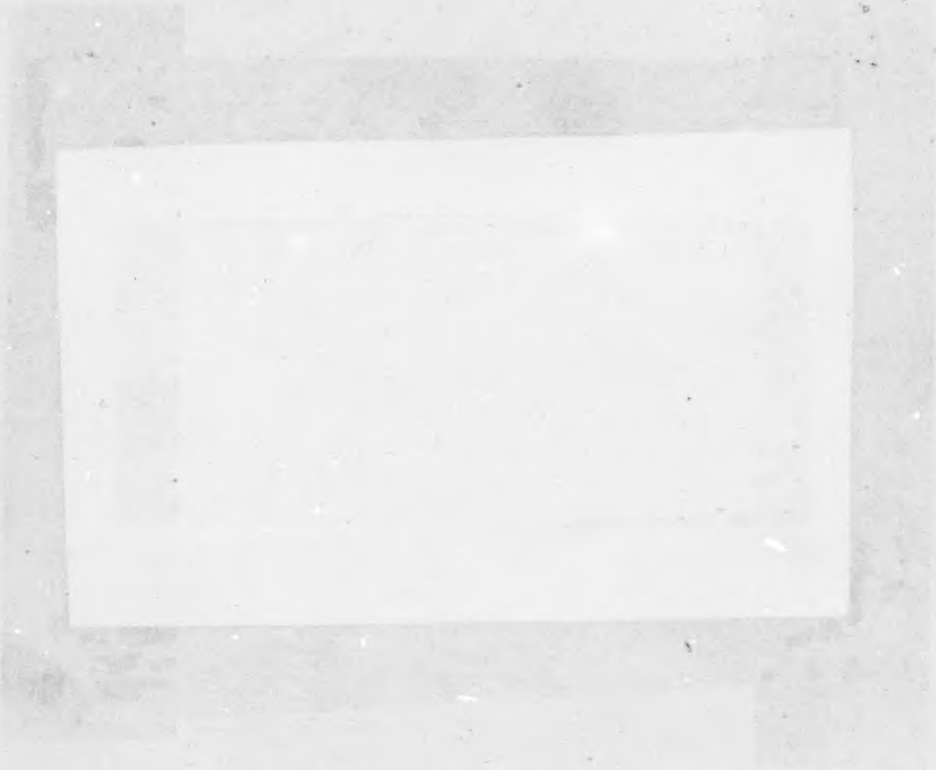

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Minneapolis Public Schools

Reorganized Junior High School Program: Second Year Evaluation 1972-73

Summary

See pages

The Reorganized Junior High School Program, funded by Title III of the Elementary and Secondary Education Act, completed its second year of operation in June 1973. ESEA Title III funds were used to hire an additional counselor for each of the two schools in the project, Jordan and Marshall-University. A major procedural objective called for the counselors to place greater emphasis on team member, implementer, and facilitator functions. The outcome objectives of the project were increased counselor effectiveness as viewed by teachers and students, positive student attitudes toward school, and increased parent and student involvement in the school. 1,2,27

The two seventh grade counselors at Jordan assumed responsibility for the usual administrative role in the area of student behavior. All other seventh grade concerns also were funneled into the seventh grade office and the two counselors. Working contacts between counselors and teachers were increased by team meetings held twice a week during the second semester, counselor visits to classrooms, and informal meetings in the seventh grade conference area. 2-4 Teacher opinions of counselor effectiveness were much better than in the year prior to the project. Sixty percent of the teachers said the counselors were very helpful in 1972-73, compared with twelve percent of the 1970-71 teachers. 4-11

Three-fourths of the Jordan students rated their counselor as very helpful or somewhat helpful. However, students in the second year of the project (1972-73) expressed more favorable attitudes toward their counselor than did the 1971-72 students, but not as favorable as did students in the year prior to the project (1970-71). Perhaps the less favorable attitudes reflected the counselors' behavior associated with their responsibility for handling student behavior problems. 13-22

At Marshall-University teacher-counselor teams were set up to work with 160 eighth graders and 100 seventh graders. Each team consisted of a counselor and four teachers, one each from English, mathematics, science, and social studies. 27-29 Daily team meetings during the team teachers' common preparation time were the core of the project. 29-34 Ninety-two percent of the team teachers rated the counselor as very helpful.

The students' attitudes toward their counselor were favorable and similar to ratings made by students in the two previous years. 37-40 Eighty-eight percent of the students said their counselor was helpful.

More complete summaries of the Jordan and Marshall-University components with recommendations are included in this report. 23,44

* * *

August 1973 Research and Evaluation Department

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Minneapolis Public Schools

Reorganized Junior High School Program:
Second Year Evaluation 1972-73

The Reorganized Junior High School Program, funded by Title III of the Elementary and Secondary Education Act, completed its second year of operation in June 1973. The general goal of the project was to develop a positive, student-centered program that would facilitate development of all students and that would utilize the expertise of all school personnel to their fullest potential.

ESEA Title III funds were used to hire an additional counselor for each of the two Minneapolis junior high schools in the project, Jordan and Marshall-University. A major procedural objective of the project called for the counselors to place a greater emphasis on team member, implementer, and facilitator functions.

The project director for the Reorganized Junior High School Program was Dr. Ralph H. Johnson, Director of Guidance Services of the Minneapolis Public Schools. Lyle A. Baker, counselor on special assignment in the Guidance Services Department during the 1972-73 school year, handled many of the administrative tasks associated with the project. The evaluation of the project was conducted by the Minneapolis Public Schools' Research and Evaluation Department as a local commitment to the project.

Since the project operated differently at the two schools, each component will be discussed separately after the section on the project budget.

Budget

Title III of the Elementary and Secondary Education Act of 1965 provided $36,900 for the Reorganized Junior High Program for the 1972-73 school year.

Item	Budgeted Amount
Two counselors' salaries	$28,830
Staff development	1,599
Dissemination	1,200
Materials	800
Consultant services	500
Audit	800
Fringe benefits on salaries	3,171
	$36,900

The Minneapolis Public Schools provided the following funds or services as a local commitment to the project.

Item	Budgeted Amount
Director's salary (5%)	$1,500
Clerical	2,805
Evaluation	1,800
Paraprofessional salary	2,416
Staff development	7,500
	$16,021

Jordan Component

Objectives

The following objectives were listed in the project proposal for Jordan Junior High school.

1. During the second project year the role of the counselor will continue to change from that of a traditional resource person to that of a team member with responsibilities for coordination and implementation. The counselor will show a measurable increase in effectiveness as a counselor, team member, coordinator and implementer as measured by the Student Evaluation of Counselor Helpfulness and the Teacher Evaluation of Counselor Helpfulness.

2. At the end of the second project year, the students involved in the program will respond positively to the counselors, teachers and school as measured by an attitude questionnaire, by observed stronger working relationships among students and faculty, and by a decrease in tardiness, truancy and student behavior problems.

3. At the end of the second project year students and parents will show increased interest and involvement in the total school program as measured by an opinion questionnaire.

Project Activities

Two counselors, each working with half of the 300 seventh grade students, were involved with the project at Jordan Junior High. A major process objective was to change the role of the counselor from a traditional helping and resource person to more of a team member, implementer, and facilitator. An organizational change was made in 1971-72 that actually forced the counselors to change their role. A seventh grade house was established by changing a third-floor classroom into a seventh grade area that included two offices for the counselors, a reception area, and a conference-meeting area. Although administrators were

available as resource persons when the counselors felt they were necessary, the counselors assumed responsibility for the usual administrative role in the area of student behavior. All other seventh grade concerns also were funneled into the seventh grade office and the two counselors.

Did the counselors function as team members and did they facilitate the development of teacher-counselor teams? During the first semester of the 1972-73 school year the master teaching schedule did not provide the appropriate teachers with a common preparation time during the school day. Therefore, no regularly scheduled team meetings were held, although many informal sessions were held in the seventh grade conference area. The master teaching schedule was changed at the beginning of the second semester to give the two English teachers, the two social studies teachers, and one math teacher a common zero hour preparation period. These five teachers and the two counselors met every Monday and Friday as a team. Occassionally the second math teacher and other non-team teachers came to these meetings.

According to the counselors, the team meetings were used to unify efforts in terms of policies and procedures, plan upcoming events, coordinate curriculum, and discuss individual students. Less time was spent discussing instructional techniques and classroom management.

In addition to the Monday-Friday team meetings, the counselors met with other groups of teachers during the year. One group of staff members met about ten times to plan the sixth grade orientation program held in the spring. A student evaluation committee revised the report card in the fall of 1972 and met again in June to discuss further revisions. The counselors met with the music and special education departments and helped members of the Spanish, English, and social studies departments plan an interdisciplinary unit for next year.

However, it appears that the majority of the teachers did not meet with a counselor and at least one other staff member more than once or twice during the year to discuss the seventh grade program, although, as individuals, the teachers had substantially more contact with the counselors. Thirty-one percent of the teachers who had at least one seventh grade class said they met with the counselor and at least one other staff member once a week or more to discuss the seventh grade program, eleven percent said they met once or twice a month, and fifty-nine percent said they met once or twice a year or less (Table 1).

About half of the teachers had only one or two seventh grade classes.

Table 1

Frequency That Teachers Met With a Counselor and at Least One Other Staff Member to Discuss Seventh Grade Program

Frequency	N	%
Three times or more a week	1	3%
Once or twice a week	10	28
Once or twice a month	4	11
Once or twice during the year	15	42
Never	6	17

Teacher Evaluation of Counselors

To obtain a more accurate estimate of the extent to which the counselors changed their working relationships with teachers, each teacher who had at least one seventh grade class completed a questionnaire at the end of the 1972-73 school year. Comparative data was available from the end of the first year of the project (1971-72) and for the year prior to the project (1970-71). The 1970-71 data was collected retrospectively in September 1971.

Compared with the year prior to the project (1970-71), the frequency of counselor-teacher contacts in 1971-72 and 1972-73 was greater for seven of eight listed areas, the exception being cooperatively planning curriculum (Table 2 on page 5). Half or more of the 1972-73 teachers said they had five or more contacts with counselors in the following areas: provided information about individual students, provided a referral resource for students who needed special help, offered suggestions to help cope with students who were not adjusting to class, observed the classroom, and participated in case conferences. Fewer contacts were made in less traditional areas. Only two teachers said a counselor suggested activities to help develop an appropriate classroom atmosphere more than twice, and five teachers said a counselor helped plan the curriculum more than two times.

The number of counselor-teacher contacts reported by the teachers in 1972-73 was somewhat less than in 1971-72. However, this may be related to

Table 2

Frequency That Counselors Worked with Jordan Teachers in Several Areas as Reported by the Teachers (1970-71, N=27; 1971-72, N=29; 1972-73, N=36)[a]

Area The Counselor:	Year	More Than Ten Times		5-10 Times		Once or Twice		Never	
		N	%	N	%	N	%	N	%
1. Provided information about individual students	1970-71	7	26	12	44	7	26	1	4
	1971-72	18	62	10	34	1	4	0	0
	1972-73	14	40	15	43	6	17	0	0
2. Provided a resource for referral of students who needed special help	1970-71	2	7	4	15	18	67	3	11
	1971-72	6	21	9	32	8	29	5	18
	1972-73	7	21	10	29	14	41	3	8
3. Offered suggestions that helped me cope with students who were not adjusting to class	1970-71	0	0	11	41	13	48	3	11
	1971-72	6	21	12	41	10	34	1	3
	1972-73	8	23	12	34	13	37	2	6
4. Observed the classroom	1970-71	0	0	2	8	8	32	15	60
	1971-72	16	55	12	41	1	3	0	0
	1972-73	15	43	13	37	6	17	1	3
5. Actively participated in classroom activities and group discussions	1970-71	0	0	0	0	6	24	19	76
	1971-72	0	0	4	14	14	48	11	38
	1972-73	0	0	6	17	14	40	15	43
6. Participated with teachers in conferences concerning students with problems	1970-71	2	8	11	42	12	46	1	4
	1971-72	7	24	14	48	7	24	1	3
	1972-73	7	20	10	29	12	34	6	17
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1970-71	0	0	0	0	5	23	17	77
	1971-72	0	0	3	11	12	43	13	46
	1972-73	0	0	2	6	12	35	20	59
8. Suggested or cooperatively planned curriculum to meet the needs of students	1970-71	1	4	3	13	3	13	17	71
	1971-72	0	0	2	7	8	28	19	66
	1972-73	1	3	4	11	7	20	23	66

[a]Some teachers did not respond to all areas; therefore, Ns will not always equal 27, 29, and 36.

the 100% return of teacher questionnaires in 1972-73. Most of the ten teachers who did not return questionnaires in 1971-72 probably had only one or two seventh grade classes and, therefore, probably had fewer contacts with the counselors than the teachers who returned questionnaires.

Most of the 1972-73 teachers who worked with the counselors in the eight areas indicated that the counselors were helpful in each area (Table 3 on page 7). Similar to the first year of the project, the counselors were seen as most helpful in the more traditional areas --- providing information about students, providing a referral resource for special situations, offering suggestions on how to cope with students, and participating in case conferences. Results for 1972-73 and 1971-72 were similar and somewhat more favorable than in 1970-71.

Teachers were asked whether or not teachers and counselors should work together in each of the eight areas (Table 4 on page 8). All teachers agreed on the appropriateness of the counselor's role in the traditional areas 1, 2, 3, and 6. All but one teacher said counselors should observe the classroom activities, help develop an appropriate classroom atmosphere, and help plan curriculum. About ten teachers did not answer (and were probably unsure) for the last two areas.

On an overall rating of counselor helpfulness, 60% of the 1972-73 Jordan seventh grade teachers said the counselors were very helpful, 29% said somewhat helpful, and 11% said not very helpful. These results are similar to the 1971-72 results and substantially more positive than in 1970-71 (Table 5)

Table 5

Jordan Teachers' Rating of Overall Counselor Helpfulness

	1970-71 N=26 Percent	1971-72 N=29 Percent	1972-73 N=36 Percent
Very helpful	12%	55%	60%
Somewhat helpful	61	41	29
Not very helpful	27	4	11
Of no help	0	0	0

Table 3

Helpfulness of Counselors in Several Areas as Reported by Jordan Teachers Who Worked With the Counselor at Least Once in That Area (1970-71, N=27; 1971-72, N=29; 1972-73, N=36)[a]

Area The Counselor:	Year	Number of Teachers Who Worked With Counselor N	%	Very Helpful N	%	Somewhat Helpful N	%	No Help N	%
1. Provided information about individual students	1970-71	26	96	11	42	14	54	1	4
	1971-72	29	100	16	57	12	43	0	0
	1972-73	35	100	21	60	14	40	0	0
2. Provided a resource for referral of students who needed special help	1970-71	23	85	4	17	15	65	4	17
	1971-72	23	82	9	39	14	61	0	0
	1972-73	31	92	15	48	16	52	0	0
3. Offered suggestions that helped me cope with students who were not adjusting to class	1970-71	24	89	3	13	18	75	3	13
	1971-72	28	97	14	50	13	46	1	4
	1972-73	33	94	14	42	18	55	1	3
4 Observed the classroom	1970-71	10	40	1	11	4	44	4	44
	1971-72	29	100	5	17	17	59	7	24
	1972-73	34	97	7	21	19	56	8	24
5. Actively participated in classroom activities and group discussions	1970-71	6	24	3	50	2	33	1	17
	1971-72	18	62	6	35	9	53	2	12
	1972-73	20	57	7	35	8	40	5	25
6. Participated with teachers in conferences concerning students with problems	1970-71	25	96	10	40	14	56	1	4
	1971-72	28	97	16	57	12	43	0	0
	1972-73	29	83	17	59	12	41	0	0
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1970-71	5	23	1	20	3	60	1	20
	1971-72	15	54	2	14	11	79	1	7
	1972-73	14	41	3	21	9	64	2	14
8. Suggested or cooperatively planned curriculum to meet the needs of students	1970-71	7	29	1	14	6	86	0	0
	1971-72	10	34	2	20	6	60	2	20
	1972-73	12	34	3	25	8	68	1	8

[a]In a few cases, teachers did not rate degree of help; helpfulness percentages were calculated on the basis of the number of teachers who rated helpfulness.

Table 4

Opinions of Jordan Teachers as to Whether Counselors and Teachers Should Work Together in Several Areas (1970-71, N=27; 1971-72, N=29; 1972-73, N=36)

Area The Counselor Should:	Year	Yes		No		No Answer
		N	%	N	%	N
1. Provide information about individual students	1970-71	26	100	0	0	1
	1971-72	29	100	0	0	0
	1972-73	34	100	0	0	2
2. Provide a resource for referral of students who need special help	1970-71	26	96	1	4	0
	1971-72	27	100	0	0	2
	1972-73	32	100	0	0	4
3. Offer suggestions that help me cope with students who are not adjusting to class	1970-71	23	92	2	8	2
	1971-72	29	100	0	0	0
	1972-73	33	100	0	0	3
4. Observe the classroom	1970-71	16	73	6	27	5
	1971-72	27	93	2	7	0
	1972-73	32	97	1	3	3
5. Actively participate in classroom activities and group discussions	1970-71	15	71	6	29	6
	1971-72	23	88	3	12	3
	1972-73	23	72	9	28	4
6. Participate with teachers in conferences concerning students with problems	1970-71	27	100	0	0	0
	1971-72	29	100	0	0	0
	1972-73	32	100	0	0	4
7. Suggest or cooperatively plan activities and methods to develop appropriate classroom atmosphere	1970-71	15	68	7	32	5
	1971-72	16	76	5	24	8
	1972-73	21	81	5	19	10
8. Suggest or cooperatively plan curriculum to meet the needs of students	1970-71	18	75	6	25	3
	1971-72	16	70	7	30	6
	1972-73	19	73	7	27	10

Did the five team teachers who met with the counselor twice a week respond differently than the thirty-one non-team teachers? As indicated in Table 6 on page 10, the team teachers had more contact than the non-team teachers with the counselors. The team teachers also gave the counselors higher ratings on helpfulness than did the non-team teachers. For example, all five team teachers participated in five or more case conferences with the counselors, compared with 57% of the non-team teachers who had 3-5 seventh grade classes and 25% of the non-team teachers who had 1-2 seventh grade classes. All five team teachers indicated the counselors were very helpful in this area, while 54% of the non-team teachers with 3-5 classes and 45% of the non-team teachers with 1-2 classes said the counselors were very helpful.

On the overall rating of counselor helpfulness, all five team teachers said the counselor was very helpful, compared with about half of the non-team teachers (Table 7).

Table 7

Ratings of Overall Counselor Helpfulness by Three Groups of 1972-73 Jordan Teachers

	Team Teachers N=5	Non-Team 3-5 Classes N=15	Non-Team 1-2 Classes N=16
Very helpful	100%	50%	56%
Somewhat helpful	0	21	44
Not very helpful	0	29	0
Of no help	0	0	0

The teachers also were asked to indicate whether or not they made changes in five areas during the year as a result of meetings with other staff members. About two-thirds of the teachers reported changes in student evaluation procedures and methods of working with individual students, and about one-third to half of the teachers reported changes in the curriculum, instructional techniques, and classroom management (Table 8 on page 11).

Table 6

Frequency of Contact and Helpfulness of Counselors as Reported by Three Groups of 1972-73 Jordan Teachers
(Team, N=5; Non-Team 3-5 classes, N=15; Non-Team 1-2 classes, N=16)

Area	1972-73 Teacher Group	Worked With Counselor More Than Five Times	Helpfulness		
			Very	Somewhat	No Help
1. Provided information about individual students	Team	100%	80%	20%	0%
	N-T 3-5 classes	86	47	53	0
	N-T 1-2 classes	75	63	38	0
2. Provided a resource for referral of students who needed special help	Team	80	80	20	0
	N-T 3-5 classes	50	36	64	0
	N-T 1-2 classes	40	46	54	0
3. Offered suggestions that helped me cope with students who were not adjusting to class	Team	80	60	40	0
	N-T 3-5 classes	64	29	57	14
	N-T 1-2 classes	44	47	53	0
4. Observed the classroom	Team	100	60	40	0
	N-T 3-5 classes	86	21	43	36
	N-T 1-2 classes	69	6	69	25
5. Actively participated in classroom activities and group discussions	Team	60	40	60	0
	N-T 3-5 classes	7	25	13	63
	N-T 1-2 classes	13	43	57	0
6. Participated with teachers in conferences concerning students with problems	Team	100	100	0	0
	N-T 3-5 classes	57	54	46	0
	N-T 1-2 classes	25	45	55	0
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	Team	20	0	75	25
	N-T 3-5 classes	7	40	40	20
	N-T 1-2 classes	0	17	67	17
8. Suggested or cooperatively planned curriculum to meet the needs of students	Team	20	0	75	25
	N-T 3-5 classes	36	50	50	0
	N-T 1-2 classes	0	0	100	0

Table 8

Teacher Indications of Changes Made in 1972-73 as a Result of Meetings with Other Staff Members

	Was Change Made? Percent Yes	Did Counselor Contribute Percent Yes
Content of seventh grade curriculum	37%	23%
Instructional techniques	43	33
Classroom management	47	75
Methods of working with individual students	68	74
Student evaluation procedures	60	95

The majority of the teachers who indicated that they made changes said that the counselors contributed to the changes made in classroom management, methods with individual students, and student evaluation procedures. One-fourth to one-third of the teachers said the counselors contributed to the changes made in the curriculum and instructional techniques.

Twelve teachers responded to an open-ended request for their perceptions of the strengths of the seventh grade counseling program. Five teachers responded to a similar request for weaknesses. Their responses are listed below.

Strengths:

- Being around, visiting classes, giving positive suggestions and helps when possible, contacting home, encouraging students.
- Accessibility, ability.
- Overall, I am very satisfied -- I feel we have communicated.
- The major strength has been the availability of the counselors. They have helped with field trip activities and interacted with the students in a variety of situations. Since there are two of them, they are freer to attend to problems of individual students immediately. They have observed a student and then suggested ways of dealing with them.
- The main strengths of the 7th grade program lies in the solidarity of the teachers who meet together to discuss problems and plan strategies. Unfortunately, scheduling does not allow all 7th grade

teachers to attend. Some teachers who cross grade levels are left out or cannot come. I have found many good things coming out of the House this year.

- The seventh grade counselor program's biggest asset for students is the greater availability of their counselor when problems pop up for them. For teachers, the biggest asset is the team effort by teachers and counselors to get on problems and to make the 7th grade program the smoothest class in school.

- The counselors are very fine people. Many seventh graders can accept the concept of counseling -- others cannot and maybe need to be dealt with a little more force. I like the facility afforded us.

- Because of not being involved with the entire 7th grade program I cannot make a very honest statement about the program, pro or con, but I can say that from what I've observed, if there is any weakness, it's not very noticable.

- I am really not sure. I had one class of 42 seventh graders. The counselors did what they could. Nothing could really be accomplished with this class -- even if God had run it.

- I feel the seventh grade office did the best possible job, considering the situation here at Jordan. However, there is much to be desired concerning discipline measures in our seventh grade office. The question I seem to be asking myself is; who should discipline the child, teacher or counselor? Who should contact the parents? What discipline measures are taken after student is sent to the office. We should try to organize a more standard system of disciplining students, one that both teachers and students are aware of.

- Our Jordan students need a lot of individual counseling, so it has been a major contribution to the smooth operation of the school and a big help to the students to have two counselors working with the seventh graders....and next year we will need them more than ever! I feel our counselors have taken an extremely active and a very personal role in guiding and counseling our seventh graders.

Weaknesses:

- The lack of facilities and personnel to isolate students who are having a traumatic experience. Somewhere along the line someone has to discipline.

- Need a female for girls to relate to.

- Not being available, unable to help with some students problems other than to remove them from the class or school, not wanting to do too much in way of disciplining students, not contacting home often.

- Not strict enough; kids use the seventh grade house to escape their duties in school.

. They have had the major responsibility for the student problems in the 7th grade, and they did not want all of the responsibility that was given. Both counselors backed away from discipline problems, and were also reluctant to refer them to the principals. As a result I feel several students were permitted to just get worse and worse in their behavior and didn't receive the help they really needed -- as a teacher I felt as though I had no recourse when a student became very disruptive in class.

Student Perceptions of the Counselors

In May 1973 about 80% of the seventh grade students completed a questionnaire that measured the kinds of contacts students had with their counselor, student perceptions of the counselor's job, and student perceptions of the counselor as a person. The same questionnaire was completed by the 1971-72 seventh graders at the end of the first year of the project and by eighth graders (1970-71 seventh graders) in September 1971.

Student contact with counselors. In both of the project years the students had more talks with their counselor in his office than in the year prior to the project (Table 9 on page 14). The counselors were also more visible to students outside their office in 1972-73 and 1971-72 than in 1970-71. Eighty-six percent of the 1972-73 seventh graders and 93% of the 1971-72 seventh graders, compared with 50% of the 1970-71 seventh graders, reported that they saw their counselor in the school hallways almost every day. Students in 1972-73 noticed more counselor visits to the classroom than did students in the year prior to the project; however, a decrease in the number of classroom visits occurred from 1971-72 to 1972-73.

More students in 1971-72 and 1972-73 than in 1970-71 indicated that they talked with their counselor because they had broken school rules (Table 10 on page 15). This increase would be expected because of the counselors' assumption of the responsibility for handling all student behavior situations. Fewer students in the second year of the project (14%) than in the first year of the project (23%) said they talked more than once with their counselor about breaking school rules.

The students' descriptions of their talks with the counselors about breaking the school rules were different in each of the three years that the data was collected (Table 11 on page 15). Compared with the year prior to the project (1970-71), more students in the first year of the project (1971-72)

Table 9

Amount of Contact Jordan Junior High Seventh Grade Students Had With Their Counselor in 1970-71, 1971-72, and 1972-73

Question	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent
How often have you talked with your counselor in his office this year?	Never	26%	16%	15%
	One time	22	23	19
	2-5 times	35	37	43
	More than 5	17	25	23
Did you ever go to the counselor's office on your own...that is, when you were not sent or asked to come to his office?	Yes	49	49	52
	No	51	51	48
How often have you seen your counselor in the school hallways this year?	Almost every day	50	93	86
	About once a week	31	5	9
	About once a month	9	1	2
	Once or twice a year	6	1	1
	Never	5	0	1
How often has your counselor visited your classroom this year?	Almost every day	1	45	27
	About once a week	19	44	54
	About once a month	27	8	13
	Once or twice a year	34	2	4
	Never	19	1	1

Table 10

Percentage of Students in Grade Seven Who Talked With Their Counselor Because They Broke School Rules Jordan Junior High: 1970-71, 1971-72, and 1972-73

Question	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent
Have you ever talked with your counselor because you've broken the school rules?	Never	85%	64%	65%
	One time	6	13	21
	2-5 times	7	12	9
	More than 5	2	11	5

Table 11

Seventh Grade Students' Description of Student-Counselor Talks About Breaking School Rules at Jordan Junior High: 1970-71, 1971-72, and 1972-73

Check any of the following that describes your talks with the counselor about breaking school rules	1970-71 N=51 Percent	1971-72 N=105 Percent	1972-73 N=82 Percent
I was bawled out	18%	35%	7%
The counselor was interested in hearing what I had to say	59	69	40
I was afraid when I left the counselor's office	8	11	5
Together we tried to figure out a way for me to stay out of trouble	20	70	41
I found out it was up to me if I was going to stay out of trouble	49	69	39
We had a nice talk about why I broke the rules	39	50	35
I was suspended	4	35	16

indicated they were bawled out or suspended, but more 1971-72 students also reported that the talks were constructive. In the second year of the project (1972-73), compared with the first year, a smaller percentage of students described their rule-breaking talks as disciplinary and as constructive. For example, 7% of the 1972-73 students compared with 35% of the 1971-72 students said they were bawled out, while 41% of the 1972-73 compared with 70% of the 1971-72 students said the counselor helped them figure out a way to stay out of trouble. It appears that in 1972-73 the counselors spent less time than in 1971-72 talking with students about breaking rules.

Student perceptions of the counselor's job. The differences that existed between the first-year project students' (1971-72) and the non-project students' (1970-71) perceptions of the counselor's job continued in the second year of the project (Table 12 on page 17). A greater percentage of 1972-73 students (55%) than 1970-71 students (19%) thought it was the counselor's job to suspend students. Similarly, 38% of the 1972-73 students compared with 21% of the 1970-71 students said that it is the counselor's job to discipline students when they are in trouble. However, the 38 percent for 1972-73 was down from 54% in 1971-72.

Student perceptions of the counselor as a person. Students in 1970-71, 1971-72, and 1972-73 responded to 19 items concerning the relationship they had with their counselor and how they perceived him as a person (Table 13 on pages 18 and 19). The items were categorized into six groups based on judgement of similar content: understanding, interest concern, liking, control-manipulation, congruence, and approach.

The majority of the students expressed favorable attitudes toward their counselor and the counseling relationship. However, first-year results (1971-72) showed that 1971-72 students had less favorable attitudes toward their counselor and the counseling realtionship than did 1970-71 students. Compared with 1970-71 students, the 1971-72 project-year seventh graders viewed the counselors as less understanding, less interested in them, less approachable, and more manipulative. Seventh graders in the second year of the project (1972-73) viewed their counselors more favorably than did 1971-72 students, but not quite as well as did students in the year prior to the project (1970-71). For example, 74% of the 1972-73 students, 64% of the 1971-72 students, and 82% of the 1970-71 students said their counselor understands them, while 17% of the 1972-73 students,

Table 12

Seventh Grade Students' Perceptions of the Counselor's Job at Jordan Junior High: 1970-71, 1971-72, and 1972-73

Are the following activities part of the counselor's job?	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent
Helps students get along with other students	Yes	73%	82%	85%
	No	3	9	8
	Don't know	19	10	7
Helps students plan and select their classes	Yes	54	52	64
	No	20	25	20
	Don't know	25	23	16
Disciplines students when they're in trouble	Yes	21	54	38
	No	51	29	34
	Don't know	27	17	28
Helps students understand themselves	Yes	70	68	67
	No	9	16	13
	Don't know	21	16	20
Helps students improve their schoolwork	Yes	50	49	51
	No	24	27	23
	Don't know	26	24	26
Helps teachers grade the students	Yes	9	13	14
	No	58	58	45
	Don't know	34	29	41
Suspends students when they're in trouble	Yes	19	52	55
	No	45	26	18
	Don't know	36	22	27
Helps students who have personal and social concerns such as feeling left out, shyness, trouble with family...	Yes	60	54	51
	No	14	24	17
	Don't know	25	22	32
Helps students get along with teachers	Yes	68	68	77
	No	9	19	10
	Don't know	22	13	13

Table 13

Seventh Grade Students' Perceptions of the Counselor at Jordan Junior High: 1970-71, 1971-72, and 1972-73

	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent
Understanding				
He tries to see things the way I do and to understand how I feel	Strongly Agree	23%	21%	29%
	Agree	63	50	57
	Disagree	12	15	10
	Strongly Disagree	2	15	4
He understands me	Strongly Agree	21	15	20
	Agree	61	49	54
	Disagree	12	24	16
	Strongly Disagree	6	11	10
Interest-Concern				
He is interested in knowing how I look at things	Strongly Agree	16%	19%	21%
	Agree	67	55	62
	Disagree	14	16	13
	Strongly Disagree	3	10	4
He hurries me through when I talk with him	Strongly Agree	5	12	7
	Agree	9	13	10
	Disagree	58	52	50
	Strongly Disagree	27	23	33
I often feel that he has more important things to do when I am talking to him	Strongly Disagree	5	17	13
	Agree	24	28	26
	Disagree	45	41	39
	Strongly Disagree	25	14	22
Liking				
He doesn't seem to like me very much	Strongly Agree	3%	13%	5%
	Agree	6	19	12
	Disagree	61	45	49
	Strongly Disagree	31	23	34
I feel comfortable talking with the counselor about myself	Strongly Agree	15	9	15
	Agree	45	33	32
	Disagree	31	34	35
	Strongly Disagree	9	23	18
He is friendly toward me	Strongly Agree	31	20	31
	Agree	63	58	57
	Disagree	4	13	7
	Strongly Disagree	3	10	5
I like talking with my counselor	Strongly Agree	22	13	18
	Agree	58	43	51
	Disagree	15	22	23
	Strongly Disagree	5	23	9

Table 13 (continued)

		1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent
Control-Manipulative				
He likes to tell people what to do	Strongly Agree	4%	17%	9%
	Agree	22	30	22
	Disagree	56	41	53
	Strongly Disagree	18	12	16
He tells his opinions more than I want to know them	Strongly Agree	5	18	10
	Agree	23	27	27
	Disagree	62	45	50
	Strongly Disagree	10	11	12
He always gives me a chance to explain my side of things	Strongly Agree	25	23	34
	Agree	62	56	55
	Disagree	8	12	8
	Strongly Disagree	4	9	4
He usually tells me what I should do rather than letting me decide for myself	Strongly Agree	6	17	13
	Agree	26	21	28
	Disagree	54	47	39
	Strongly Disagree	14	15	21
He tries to get me to be responsible for what I do	Strongly Agree	10	16	19
	Agree	56	49	50
	Disagree	29	27	21
	Strongly Disagree	5	8	10
Congruence				
It is hard for me to know what he is really like as a person	Strongly Agree	8%	13%	13%
	Agree	39	42	36
	Disagree	42	37	39
	Strongly Disagree	11	8	12
I feel that he is honest with me; he says what he <u>really</u> thinks or feels	Strongly Agree	21	22	32
	Agree	64	52	54
	Disagree	12	17	9
	Strongly Disagree	3	9	6
Approach				
I am afraid to go to the counselor when I am in trouble in school	Strongly Agree	6%	9%	7%
	Agree	15	21	24
	Disagree	54	45	47
	Strongly Disagree	25	25	22
I would go to the counselor on my own if I needed help	Strongly Agree	32	27	29
	Agree	55	50	53
	Disagree	8	14	13
	Strongly Disagree	4	9	5
Being called to the counselor probably means I have done something wrong	Strongly Agree	5	16	11
	Agree	20	25	22
	Disagree	54	45	42
	Strongly Disagree	21	15	25

32% of the 1971-72, and 9% of the 1970-71 students said their counselor doesn't seem to like them very much.

Overall student ratings of counselor helpfulness. On an overall rating of counselor helpfulness, about three-fourths of the students rated their counselor as very helpful or somewhat helpful in 1972-73, 1971-72, and 1970-71. Some small differences between the ratings for the three years did occur (Table 14). Both the 1970-71 and the 1972-73 seventh graders gave somewhat better helpfulness ratings to their counselors than did the 1971-72 seventh graders.

Table 14

Overall Rating of Counselor Helpfulness by Jordan Seventh Grade Students in 1970-71, 1971-72, and 1972-73

	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent
Very helpful to students	45%	37%	46%
Sometimes helpful to students	26	37	33
Of no help to students	2	3	4
More harmful than helpful to students	2	5	-
I don't know	25	18	16

Students who broke rules. Students who talked with their counselor about breaking school rules had different perceptions of the counselor than did students who did not talk to their counselor about breaking school rules. A greater percentage of students who talked about school rules than students who did not indicated it was the counselor's job to discipline and to suspend students, while a smaller percentage indicated it was the counselor's job to help students understand themselves (Table 15 on page 21). The students who talked about school rules also felt their counselor was less understanding and more controlling than did students who did not talk about school rules (Table 16 on page 22). No differences between the two groups' rating of overall counselor helpfulness occurred.

Table 15

1972-73 Jordan Seventh Grade Students' Perceptions of the Counselor's Job According to Whether They Talked With Counselor About Breaking School Rules

Are the following activities part of the counselor's job?	Response	Talked About School Rules N=82	Did Not Talk About School Rules N=155
Helps students get along with other students	Yes	85%	85%
	No	10	7
	Don't Know	5	8
Helps students plan and select their classes	Yes	59	66
	No	27	17
	Don't Know	14	17
Disciplines students when they're in trouble	Yes	54	30
	No	28	37
	Don't Know	19	34
Helps students understand themselves	Yes	54	73
	No	20	9
	Don't Know	25	18
Helps students improve their schoolwork	Yes	54	50
	No	28	20
	Don't Know	18	30
Helps teachers grade the students	Yes	14	14
	No	47	44
	Don't Know	38	42
Suspends students when they're in trouble	Yes	64	50
	No	18	18
	Don't Know	18	31
Helps students who have personal and social concerns such as feeling left out, shyness, trouble with family	Yes	53	50
	No	22	14
	Don't Know	25	35
Helps students get along with teachers	Yes	76	77
	No	18	6
	Don't Know	6	17

Table 16

1972-73 Jordan Seventh Graders Perceptions of the Counselor According To Whether They Talked With Counselor About Breaking School Rules

	Talked About School Rules N=82 Percent Agree	Did Not Talk About School Rules N=155 Percent Agree
He tries to see things the way I do and to understand how I feel	75%	91%
He understands me	65	80
He is interested in knowing how I look at things	81	84
He hurries me through when I talk with him	19	16
I often feel that he has more important things to do when I am talking to him	47	35
He doesn't seem to like me very much	24	13
I feel comfortable talking with the counselor about myself	43	48
He is friendly toward me	84	90
I like talking with my counselor	66	70
He likes to tell people what to do	37	27
He tells his opinions more than I want to know them	48	31
He always gives me a chance to explain my side of things	86	90
He usually tells me what I should do rather than letting me decide for myself	46	37
He tries to get me to be responsible for what I do	70	69
It is hard for me to know what he is really like as a person	51	48
I feel that he is honest with me; he says what he <u>really</u> thinks or feels	84	86
I am afraid to go to the counselor when I am in trouble in school	35	29
I would go to the counselor on my own if I needed help	79	83
Being called to the counselor probably means I have done something wrong	48	26

Student Attitudes Toward School and Teachers

As part of a city-wide assessment of seventh grade students' attitudes toward school, the Jordan seventh graders completed the Student Opinion Questionnaire in May 1973. The 93-item Student Opinion Questionnaire measures student attitudes in several school-related areas, including Liking of School, Interest in Learning, Self-Concept as a Learner, and Attitudes Toward Teachers. Results will not be available until the fall of 1973.

Parent and Student Involvement

Although communications between the seventh grade staff and parents occurred through six newsletters, PTA meetings, a survey about the grading system, and many individual telephone contacts, the amount of parent involvement and input into the seventh grade program was not substantially greater in 1972-73 than in previous years. The parent registration for entering seventh graders that is being planned for the fall of 1973 is a step toward more organized parent involvement.

There is no evidence that student involvement and input has increased substantially over previous years. However, the counselors did visit the social studies classes twice to talk with the students about school policies and the students' concerns. Student perceptions of their involvement in class and school decision making will be available in the fall of 1973 when results from the May 1973 administration of the Student Opinion Questionnaire have been analyzed.

Jordan Summary and Recommendations

A major component of the second year of the Reorganized Junior High Program at Jordan Junior High involved changing the role of the seventh grade counselor from a supportive, referral person for individual students and staff members to a team member and coordinator-facilitator of the seventh grade program as well.

Definite changes were made in the previous supportive, referral role of the counselor. Although administrators were available as resource persons when the counselors felt they were necessary, the project counselors assumed responsibility for the usual administrative role in the area of student behavior. All other seventh grade concerns also were funneled into the seventh grade office and the two counselors.

Did the counselors function as team members and coordinator-facilitators? The counselors actively set out to increase their working contacts with teachers by visiting classrooms and meeting with teachers in the seventh grade conference room. However, the master teaching schedule hindered the development of teacher-counselor teams. No regularly scheduled team meetings were held the first semester. A change was made in the teaching schedule for the second semester that gave the two English teachers, the two social studies teachers, and one math teacher a common preparation period. These five teachers and the two counselors met every Monday and Friday as a team. The team meetings were used to unify efforts in terms of policies and procedures, plan upcoming events, coordinate curriculum, and discuss individual students. Less time was spent discussing instructional techniques and classroom management.

Although there were other teacher-counselor meetings and committees, the majority (59%) of the teachers did not meet with a counselor and at least one other staff member more than once or twice during the year to discuss the seventh grade program.

About two-fifths of the teachers said they made changes in curriculum content and instructional techniques as a result of meetings with other staff members; one-fourth to one-third of those who reported changes said the counselors contributed to the change. About half to two-thirds of the teachers reported making changes in evaluation procedures, methods of working with individual students, and classroom management; about three-fourths of those who made changes said the counselor contributed.

Recommendation one: continued efforts should be made to build a master teaching schedule that provides common meeting times for teacher-counselor teams.

Were the counselors viewed as effective staff members by the teachers? Individually the teachers had substantially more contact with counselors than in the year previous to the Title III project. Half or more of the 1972-73 teachers said they had five or more contacts with counselors in the following areas: provided information about individual students, provided a referral resource for students who needed special help, offered suggested to cope with students, observed the classroom, and participated in student case conferences. Few teachers indicated they had contacts with the counselors in the less

traditional areas of planning curriculum and developing an appropriate classroom atmosphere. However, about three-fourths of the teachers said counselors should work in these two areas.

Most teachers who worked with the counselors in each area indicated that the counselors were helpful. On an overall rating of counselor helpfulness, 60% of the 1972-73 Jordan seventh grade teachers said the counselors were very helpful, 29% said somewhat helpful, and 11% said not very helpful. These results are similar to 1971-72 results and substantially greater than in 1970-71, the year prior to the Title III project. In 1970-71, 12% of the teachers rated the counselors as very helpful, 61% as somewhat helpful, and 27% as not very helpful.

Recommendation two: the counselors should continue their efforts to increase their working contacts with teachers, particularly in the areas of instructional methods, classroom management, and curriculum development.

Were the counselors viewed as effective staff members by the students? The counselors had more contact with students in 1971-72 and 1972-73 than in the year prior to the project (1970-71). The counselors also were rated as very helpful or somewhat helpful by three-fourths of the students in each of the three years. On a set of items designed to measure student perceptions of the counseling relationship and the counselor as a person, the majority of the students expressed positive attitudes. However, student attitudes on these items were less favorable at the end of each of the first two years of the project than in the year prior to the project. Compared with the 1970-71 students, the first-year (1971-72) students viewed the counselors as less understanding, less interested in them, less approachable, and more manipulative. It was speculated that the less favorable attitudes reflected the counselors' behavior associated with their responsibility for handling student behavior situations.

Seventh graders in the second year of the project (1972-73) viewed their counselors somewhat more favorably than did the 1971-72 students, but not as favorably as did students in the year prior to the project (1970-71). Correspondingly, fewer students in 1972-73 than in 1971-72, indicated that they talked with their counselor about breaking school rules. Also, of those students who did talk with their counselor about school rules, fewer students in 1972-73 than in 1971-72 indicated that the talks were disciplinary in nature. Some teachers in 1972-73 expressed concern that the disciplinary

policies were too lenient.

Recommendation three: the counselor's role in the handling of student behavior problems should be discussed thoroughly. Should an assistant principal be responsible for certain types of disciplinary action? Are the counselors spending too much time on daily, and possibly minor, individual student problems that prevent them from finding time to meet with other staff members to develop and implement positive classroom and individual student management techniques?

Did students have positive attitudes toward school and their teachers? The Student Opinion Questionnaire results will not be available until the fall of 1973.

Did parent and student involvement in the school program increase? Although communications between the seventh grade staff and parents occurred through six newsletters, PTA meetings, a survey about the grading system, and many individual telephone contacts, the amount of parent involvement and input into the seventh grade program was not substantially greater in 1972-73 than in previous years. The parent registration for entering seventh graders that is being planned for the fall of 1973 appears to be a step toward more organized parent involvement.

There is no evidence that student involvement and input increased substantially over previous years. However, the counselors did visit the social studies classes twice to talk with the students about school policies and the students' concerns.

Recommendation four: efforts should be made to increase the involvement of parents and students in program development.

Marshall-University Component

Objectives

The following objectives were listed in the project proposal for Marshall-University Junior High School.

1. During the seond project year the counselor will be accepted as an effective team member as measured by pre- and post-administration of the Student Evaluation of Counselor Helpfulness and the Teacher Evaluation of Counselor Helpfulness.
2. By the end of the second project year there will be increased student and parent interest in program development and evaluation as measured by increased participation in workshops, meetings and opinionnaire responses.
3. At the end of the second project year the students involved in the program will respond positively to the counselors, teachers and school as measured by an attitude questionnaire and by observed stronger working relationships among students and faculty involved.

Project Activities

Two counselors and twelve teachers were directly involved in the project at Marshall-University Junior High School. One teacher-counselor team was set up to work with 100 of the 160 seventh graders and two teacher-counselor teams were set up to work with the 160 eighth graders. Each team consisted of a counselor and four teachers, one each from English, mathematics, science, and social studies. The seventh grade counselor also was assigned to work with the 60 seventh graders who were not on the team, while both the seventh and eighth grade counselors worked with their respective grade level teachers who were not members of one of the three teams.

The schedule for the team students and team teachers permitted flexibility in scheduling individual students and class periods. The students in each of the three teams were divided into four groups. Each team student was scheduled into English, math, science, and social studies in four consecutive 45-minute periods during the same three hours with the same teachers and with the same group of students in each class. In the sample schedule on the following page, the four groups of students are designated A, B, C, D.

	Periods			
	1	2	3	4
English	A	D	C	B
Math	B	A	D	C
Science	C	B	A	D
Social Studies	D	C	B	A

The two most obvious advantages of this schedule were that the team teachers had the same students, and the classes could easily be reorganized within time periods or across time periods to meet instructional needs, such as interdisciplinary activities and field trips.

Team meetings. Team meetings were the core of the Reorganized Junior High Program at Marshall-University. The four teachers on each team had a common preparation time every day before they met with their four team classes. The seventh grade teams usually met three, and sometimes four, days a week. The two eighth grade teams met separately four days each week and jointly about once a week.

Much of the team meeting time was spent discussing individual team students and methods of working with them. Other common uses of the team meeting time were sharing instructional methods, coordinating teaching strategies, and discussing classroom management techniques. Parents of students and other school personnel such as the reading teacher, social worker, special education personnel, and administrators were included frequently. Student behavior problems within the classroom were handled by the team. An assistant principal handled the student disturbances that occurred outside the classroom.

Workshops. The following workshops were supported by funds from Southeast Alternatives, a federally-funded experimental schools project that encompassed all of southeast Minneapolis: planning with new seventh grade staff members, curriculum planning during the summer of 1972, group process training, writing a seventh grade unit on consumerism, and planning the junior high program for 1973-76.

Curriculum and instructional methods. The schedule for team teachers and students facilitated experimentation with curriculum and instruction. The seventh grade team teachers taught a three-week interdisciplinary unit on consumerism. They also scheduled several one-day activity periods where students selected their own academically-related interest activity. Twice during the

year the eighth grade team scheduled two-week mini-units that allowed students to choose a unit in each of the four team subject areas. During one quarter, four of the teachers offered one of their classes as a special section for students who could benefit from special attention. Both social studies teachers taught specially-developed units on values clarification and decision making. The flexibility of the team schedule made it possible to change classes for individual students readily. Several field trips were taken and attempts were made to relate the trip to all subject areas.

Planning. The team members spent substantial amounts of time on planning activities in addition to the workshops. Some of the activities were planning for the next three years of experimental school funds, planning for 1973 summer projects, planning the human relations day activities, and informally reviewing the Title III project's goals. The student evaluation forms developed in the first year of the Title III project were revised and used by both seventh and eighth grade team teachers.

Teacher Evaluation of Counselors

At the end of the second year of the project (1972-73), the twelve team teachers, plus a special education teacher who worked closely with the teams, completed a questionnaire on the effectiveness of the team counselor. The same questionnaire was completed at the end of the first year of the project (1971-72) by both the team and non-team teachers. It was also completed retrospectively by all seventh and eighth grade teachers in September 1971 for the year prior to the Title III project (1970-71). The responses for 1970-71 are not included in this report. The first-year evaluation report showed 1970-71 results to be very similar to the 1971-72 response of the non-team teachers.

The frequency of teacher-counselor contacts reported by the 1972-73 team teachers was greater than that reported by the 1971-72 non-team teachers in all of the eight areas listed on the questionnaire (Table 17 on page 30). Seventy-five percent or more of the 1972-73 team teachers reported five or more contacts with the counselor in the following areas: provided information about individual students, provided a referral resource, offered suggestions to help me cope with students, observed the classroom, and participated in conferences about students.

Table 17

Frequency That Counselors Worked with Marshall-University Teachers in Several Areas as Reported by the Teachers

(1972-73 Team Teachers, N=13; 1971-72 Team Teachers, N=8; 1971-72 NonTeam Teachers, N-36)[a]

Area The Counselor:	Year	More Than Ten Times		5-10 Times		Once or Twice		Never	
		N	%	N	%	N	%	N	%
1. Provided information about individual students	1972-73 Team	11	85%	2	15%	0	0	0	0
	1971-72 Team	7	88	1	13	0	0	0	0
	1971-72 NonTeam	13	36	15	42	6	17	2	6
2. Provided a resource for referral of students who needed special help	1972-73 Team	7	54	4	31	2	15	0	0
	1971-72 Team	4	50	2	25	2	25	0	0
	1971-72 NonTeam	1	3	9	26	21	60	4	11
3. Offered suggestions that helped me cope with students who were not adjusting to class	1972-73 Team	4	31	6	46	3	23	0	0
	1971-72 Team	3	38	3	38	2	25	0	0
	1971-72 NonTeam	1	3	10	28	19	53	6	17
4. Observed the classroom	1972-73 Team	7	54	3	23	3	23	0	0
	1971-72 Team	3	38	3	38	2	25	0	0
	1971-72 NonTeam	0	0	4	11	9	26	22	63
5. Actively participated in classroom activities and group discussions	1972-73 Team	0	0	3	23	5	38	5	38
	1971-72 Team	0	0	1	13	5	63	2	25
	1971-72 NonTeam	0	0	0	0	5	14	30	86
6. Participated with teachers in conferences concerning students with problems	1972-73 Team	10	83	1	8	1	8	0	0
	1971-72 Team	8	100	0	0	0	0	0	0
	1971-72 NonTeam	4	11	4	11	20	57	7	20
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1972-73 Team	1	8	4	31	4	31	4	31
	1971-72 Team	3	38	5	63	0	0	0	0
	1971-72 NonTeam	1	3	2	6	6	17	27	75
8. Suggested or cooperatively planned curriculum to meet the needs of students	1972-73 Team	0	0	4	31	7	54	2	15
	1971-72 Team	1	13	3	38	4	50	0	0
	1971-72 NonTeam	2	6	3	9	5	15	24	71

[a]Some teachers did not respond to all areas: therefore, Ns will not always equal 13, 8, and 36.

The team teachers reported fewer counselor contacts in the other three, less traditional, areas: actively participated in classroom activities, helped plan activities to develop the classroom atmosphere, and helped plan curriculum. The frequency of teacher-counselor contacts during the second year of the project (1972-73) was similar to the frequency of contacts during the first year (1971-72), except for somewhat fewer reported contacts in curriculum planning and substantially fewer reported contacts in developing the classroom atmosphere.

Teachers who said they worked with the counselor at least once in a area were asked to indicate whether the counselor was helpful (Table 18 on page 32). The counselors were rated as more helpful by the 1972-73 team teachers than by 1971-72 non-team teachers in the four more traditional pupil personnel service areas: providing information about students, providing a referral resource, offering suggestions to cope with problem students, and participating in case conferences. On the other four less-traditional areas the 1972-73 team counselors were rated as helpful, but less helpful than on the traditional four areas, and no more helpful than indicated by the 1971-72 non-team teachers. The 1972-73 team teachers rated the counselors somewhat more helpful than did the 1971-72 team teachers on curriculum planning and offering suggestions to cope with students.

The teachers also were asked to indicate whether they thought teachers and counselors should work together in each of the eight areas (Table 19 on page 33). All three groups of teachers responded almost unanimously to the appropriateness of the counselor's role in the more traditional areas 1, 2, 3, and 6. About three-fourths of the 1972-73 team teachers, compared with about half of the 1971-72 non-team teachers, felt counselors should actively participate in the classroom, help develop the classroom atmosphere, and help plan curriculum.

On an overall rating of counselor helpfulness, the counselors were rated as more helpful by team teachers than by non-team teachers, and somewhat more helpful by 1972-73 team teachers than by 1971-72 team teachers (Table 20 on page 34). Ninety-two percent of the 1972-73 team teachers said the counselors were very helpful.

Table 18

Helpfulness of Counselors in Several Areas as Reported by Marshall-University Teachers Who Worked with the Counselor at Least Once in That Area

(1972-73 Team Teachers, N=13; 1971-72 Team Teachers, N=8; 1971-72 NonTeam Teachers, N=36)[a]

Area The Counselor:	Year	Number of Teachers Who Worked With Counselor N	%	Very Helpful N	%	Somewhat Helpful N	%	No Help N	%
1. Provided information about individual students	1972-73 Team	13	100%	10	77%	3	23%	0	0%
	1971-72 Team	8	100	7	88	1	13	0	0
	1971-72 NonTeam	34	94	21	62	11	32	2	6
2. Provided a resource for referral of students who needed special help	1972-73 Team	13	100	8	62	5	38	0	0
	1971-72 Team	8	100	5	63	3	38	0	0
	1971-72 NonTeam	31	89	13	45	14	48	2	7
3. Offered suggestions that helped me cope with students who were not adjusting to class	1972-73 Team	13	100	7	54	6	46	0	0
	1971-72 Team	8	100	2	25	6	75	0	0
	1971-72 NonTeam	30	83	11	37	16	53	3	10
4. Observed the classroom	1972-73 Team	10	100	2	20	7	70	1	10
	1971-72 Team	8	100	1	13	3	38	4	50
	1971-72 NonTeam	13	37	2	15	10	77	1	8
5. Actively participated in classroom activities and group discussions	1972-73 Team	8	61	1	13	6	75	1	13
	1971-72 Team	6	75	2	33	4	67	0	0
	1971-72 NonTeam	5	14	1	20	4	80	0	0
6. Participated with teachers in conferences concerning students with problems	1972-73 Team	12	100	11	92	1	8	0	0
	1971-72 Team	8	100	7	88	1	13	0	0
	1971-72 NonTeam	28	80	13	48	11	41	3	11
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1972-73 Team	9	70	2	22	7	78	0	0
	1971-72 Team	8	100	3	38	5	63	0	0
	1971-72 NonTeam	9	25	3	33	5	56	1	11
8. Suggested or cooperatively planned curriculum to meet the needs of students	1972-73 Team	11	85	6	55	4	36	1	9
	1971-72 Team	8	100	3	38	3	38	2	25
	1971-72 NonTeam	10	29	6	60	4	40	0	0

[a]In a few cases, teachers did not rate degree of help; helpfulness percentages were calculated on the basis of the number of teachers who rated helpfulness.

Table 19

1972-73 and 1971-72 Opinions of Marshall-University Teachers as to Whether Counselors and Teachers Should Work Together in Several Areas

(1972-73 Team Teachers, N=13; 1971-72 Team Teachers, N=8; 1971-72 NonTeam Teachers, N=36)

Area The Counselor Should:	Year	Yes N	Yes %	No N	No %	No Answer N
1. Provide information about individual students	1972-73 Team	13	100%	0	0%	0
	1971-72 Team	7	100	0	0	1
	1971-72 NonTeam	33	97	1	3	2
2. Provide a resource for referral of students who need special help	1972-73 Team	13	100	0	0	0
	1971-72 Team	7	100	0	0	1
	1971-72 NonTeam	29	97	1	3	6
3. Offer suggestions that help me cope with students who are not adjusting to class	1972-73 Team	13	100	0	0	0
	1971-72 Team	7	100	0	0	1
	1971-72 NonTeam	32	97	1	3	3
34. Observe the classroom	1972-73 Team	10	91	1	9	2
	1971-72 Team	6	86	1	14	1
	1971-72 NonTeam	25	83	5	17	6
5. Actively participate in classroom activities and group discussions	1972-73 Team	8	73	3	27	2
	1971-72 Team	4	57	3	43	1
	1971-72 NonTeam	14	56	11	44	11
6. Participate with teachers in conferences concerning students with problems	1972-73 Team	13	100	0	0	0
	1971-72 Team	7	100	0	0	1
	1971-72 NonTeam	30	97	1	3	5
7. Suggest or cooperatively plan activities and methods to develop appropriate classroom atmosphere	1972-73 Team	9	75	3	25	1
	1971-72 Team	6	86	1	14	1
	1971-72 NonTeam	12	50	12	50	12
8. Suggest or cooperatively plan curriculum to meet the needs of students	1972-73 Team	7	78	2	22	4
	1971-72 Team	6	86	1	14	1
	1971-72 NonTeam	15	60	10	40	11

Table 20

Marshall-University Seventh and Eighth Grade Teacher Ratings of Overall Counselor Helpfulness

	Team 1972-73 N=13 Percent	Team 1971-72 N=8 Percent	NonTeam 1971-72 N=36 Percent
Very helpful	92%	75%	56%
Somewhat helpful	8	25	28
Not very helpful	0	0	17
Of no help	0	0	0

All or most of the 1972-73 team teachers felt that being organized as a team had a positive effect in several areas: awareness of individual students, methods for dealing with individual students, working relationships among staff members, staff-student relationships, parent contacts, and staff planning (Table 21 on page 35). Eighty percent of the team teachers said that the team organization had a positive effect on student attitudes toward school, 60% said the team positively effected an awareness of classroom management techniques, and 45% said the team had a positive effect on relationships with the administration.

Twelve of the thirteen 1972-73 team teachers said they made changes during the year in instructional materials, subject matter organization, or instructional methods as a result of the team organization. All twelve who indicated that changes were made reported that the team counselor had an effect on the change. They described the changes as follows:

- Working on a three-week unit together in all four academic areas.
- Consumer unit.
- We attempted to coordinate a team unit on the consumer and consumer problems.
- Some writing and working sessions together.
- The team counselor brought to the forum several individual students who came to him and indicated insecurity, inability, negative attitudes, etc. about math. I made, with the help of the team counselor, individual decisions which I feel brought about a more positive effect for these

Table 21

1972-73 Marshall-University Team Teachers Ratings as to Whether Team Organization Had a Positive Effect on Several Areas

	Yes		No		No Answer
	N	%	N	%	N
Awareness of individual students and their problems	12	92%	1	8%	0
Methods for dealing with individual students	13	100	0	0	0
Support from and among staff members	13	100	0	0	0
Working relationships among staff members	13	100	0	0	0
Staff-student relationships	13	100	0	0	0
Relationships with administration	5	45	6	55	2
Awareness of classroom management techniques	8	62	5	38	0
Contacts with parents	12	92	1	8	0
Staff planning	12	92	1	8	0
Student attitudes toward school	8	80	2	20	3

students much more quickly than if I alone had dealt with the students. The team counselor helped me get to the specific problem very quickly.

- Interdisciplinary unit on consumerism.
- Mini-units, independent study projects, special services (referrals).
- Changes in methods, materials used with groups and individual kids.
- Mini-units offered to 8th graders-offered new subject matter unit to students.
- Flexible length of class periods--field trips--special section to meet certain needs of student--mini-units.
- We used some units which were developed jointly by the counselor and one of the teachers which came partially as a result of team meetings last summer.

Strengths. The team teachers listed the following as main strengths of the team organization.

- Teacher's awareness of individual students and increased methods for dealing with individual students.
- Teachers and counselors working together and dealing with kids.

- Helps teachers to understand and work with individual students, helps teachers plan class activities, and provides forum for exchange of ideas (reduces isolation).

- Learning to know each other better. Feeling free to make constructive comments to improve relations helps to coordinate efforts in behalf of students.

- All areas listed in questionnaire (see Table 21). In addition, I might add that the team structure gives additional individual secruity to its members.

- Zero in as a team of professionals with various expertise on specific student needs.

- Just getting together, knowing what is being taught in other classes, and discussing individual student problems.

- Facilitates communication between staff who meet the same students every day.

- Support for each other, communication between members, problem facing and solving, increased awareness of total junior high program, greater understanding of individual student's progress in school.

- I see the ability to share experiences (curriculum content, etc.) as valid and helpful--this is definitely a strength of the team structure. The exchange of valuable information, insight, etc. as related to specific student performance is most valuable and perhaps ranks as my most beneficial strength of the team approach. The additional rapport which develops between teachers is a positive strength.

- Chance to exchange information, ideas, feelings.

- Awareness of individual student problems, improved working relationships among the staff, contacts with parents, staff planning, student attitudes toward school.

Suggestions for improvement. The team teachers gave the following suggestions for improving the team organization.

- Better coordination between supplementary programs and the team.

- Better communication between assistant principal and team.

- Someone, and I would suggest the counselor, must assume somewhat of a leadership role in the team. This would make for easier communications and would certainly facilitate the decision-making process.

- Too much Mickey-Mouse "housecleaning" duties. Better cooperation with administration--administrator attends one team meeting per week.

- More in-service and summer opportunity to grow in our skills as team members.

- Fewer daily meetings with a meet on a need basis with option for 5 days a week.
- More positive action to correct such things as absences and tardiness.
- All academic subjects should not be together in one block of time; academic classes should alternate with activity classes (gym, home economics, art, choir).

Student Perceptions of the Counselors

About 83% of the 1972-73 team students at Marshall-University completed a questionnaire in May 1973 that measured the kinds of contact they had with their counselor and the students' perceptions of the counselor as a person. The same questionnaire had been given to the 1971-72 team and non-team students in May 1972 and to the 1970-71 seventh graders in May 1971. Data for the 1970-71 eighth graders was no collected.

Student contact with counselors. The 1972-73 team students reported about the same number of talks with their counselor in his office as reported by the students in the two previous years (Table 22 on page 38). However, a greater percentage of 1972-73 team students --- compared with 1971-72 team, 1971-72 non-team, and 1970-71 seventh grade students --- said they went to their counselor's office on their own, saw their counselor in the school hallways, and were in classrooms visited by their counselor.

Student perceptions of the counselor as a person. Nineteen items on the student questionnaire measured the students' perceptions of the counseling relationship and the counselor as a person (Table 23 on pages 39 and 40). The items were placed in six categories based on judgement of similar content: understanding, interest-concern, liking, control-manipulation, congruence, and approach.

Student attitudes toward their counselor were favorable. Seventy-five percent or more of the team students felt their counselor tried to understand them, was interested in them, liked them, was approachable, and was not manipulative. There were few differences between the attitudes of 1972-73 team students, 1971-72 students, and 1970-71 seventh graders.

Overall student rating of counselor helpfulness. Fifty-two percent of the 1972-73 team students rated their counselor as very helpful, 36% rated their counselor as somewhat helpful, 1% said their counselor was of no help, and

Table 22

Amount of Contact Marshall-University Seventh and Eighth Grade Students Had With Their Counselor in 1970-71, 1971-72, and 1972-73

Question	Response	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 Non-Team N=123	1972-73 Team N=216
How often have you talked with your counselor in his office this year?	Never	8%	17%	14%	11%
	One time	25	26	16	19
	2-5 times	49	39	52	49
	More than 5 times	18	19	19	21
Did you ever go to the counselor's office on your own...that is, when you were not sent or asked to come to his office?	Yes	59	64	59	70
	No	41	36	41	30
How often have you seen your counselor in the school hallways this year?	Almost every day	58	63	62	82
	About once a week	31	27	31	16
	About once a month	5	7	4	1
	Once or twice a year	5	2	3	0
	Never	1	2	0	0
How often has your counselor visited your classroom this year?	Almost every day	9	1	2	14
	About once a week	36	24	38	52
	About once a month	33	53	45	24
	Once or twice a year	21	19	14	10
	Never	1	3	1	0

Table 23

Marshall-University Seventh and Eighth Grade Students' Perceptions of Their Counselor in 1970-71, 1971-72, and 1972-73

	Response [a]	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 Non-Team N=123	1972-73 Team N=216
Understanding					
He tries to see things the way I do and to understand how I feel	SA	37%	17%	14%	23%
	A	56	74	72	67
	D	7	8	11	8
	SD	0	1	4	3
He understands me	SA	20	9	10	9
	A	64	63	64	68
	D	13	25	20	18
	SD	3	3	6	6
Interest-Concern					
He is interested in knowing how I look at things	SA	21	11	7	19
	A	63	78	67	67
	D	11	6	19	13
	SD	5	4	7	2
He hurries me through when I talk with him	SA	5	0	6	3
	A	13	19	14	13
	D	56	64	62	62
	SD	25	16	19	23
I often feel that he has more important things to do when I am talking to him	SA	10	3	8	7
	A	26	25	26	26
	D	39	59	53	53
	SD	24	12	13	14
Liking					
He doesn't seem to like me very much	SA	2	3	4	2
	A	6	6	11	8
	D	52	69	61	63
	SD	38	23	24	27
I feel comfortable talking with the counselor about myself	SA	26	11	5	11
	A	37	51	49	52
	D	26	31	33	29
	SD	10	7	13	8
He is friendly toward me	SA	32	22	21	26
	A	56	73	69	69
	D	9	4	8	4
	SD	2	1	2	1
I like talking with my counselor	SA	25	14	12	21
	A	58	57	54	62
	D	14	24	26	13
	SD	3	6	8	4

[a] SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Table 23(continued)

	Response	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 Non-Team N=123	1972-73 Team N=216
Control-Manipulation					
He likes to tell people what to do	SA	5%	2%	2%	2%
	A	18	20	21	20
	D	55	60	62	61
	SD	22	18	15	17
He tells his opinions more than I want to know them	SA	2	3	4	3
	A	18	16	20	14
	D	58	69	63	68
	SD	21	13	13	15
He always gives me a chance to explain my side of things	SA	38	21	26	30
	A	56	72	60	63
	D	6	5	9	6
	SD	1	1	5	1
He usually tells me what I should do rather than letting me decide for myself	SA	6	4	4	2
	A	22	14	17	21
	D	48	67	64	58
	SD	24	14	16	19
He tries to get me me to be responsible for what I do	SA	18	12	6	16
	A	49	80	63	56
	D	24	8	25	23
	SD	9	0	7	5
Congruence					
It is hard for me to know what he is like as a person	SA	8	1	11	4
	A	25	41	35	30
	D	48	45	47	58
	SD	19	13	7	8
I feel that he is honest with me; he says what he <u>really</u> thinks or feels	SA	31	17	21	26
	A	56	70	60	60
	D	11	12	16	10
	SD	2	0	3	4
Approach					
I am afraid to go to the counselor when I am in trouble in school	SA	8	4	2	1
	A	18	12	11	14
	D	45	58	62	54
	SD	29	27	26	31
I would go to the counselor on my own if I needed help	SA	34	26	26	33
	A	53	61	60	55
	D	9	10	10	9
	SD	3	4	4	3
Being called to the counselor probably means I have done something wrong	SA	5	7	5	1
	A	15	20	23	15
	D	55	55	52	57
	SD	23	18	21	26

11% said they did not know (Table 24 on page 42). The overall rating by 1972-73 team students was fairly similar to student ratings made at the end of the year prior to the project (1970-71).

Team student reactions to the project. A majority of the 1972-73 team students (57%) felt that the team concept was better for students than not having teachers and counselors work as a team (Table 25 on page 42). Six percent of the students said a team was worse for the students, 16% said it made no difference, and 21% said they did not know. Fifty-seven percent of the students also indicated that they would like to have their teachers work together as a team next year. After the first year of the project, 68% of the students said they would like to have their teachers work together as a team next year.

Student evaluation of the mini-units. The eighth grade team students reacted positively to the two-week mini-units that were offered during the 1972-73 school year. Ninety percent of the students said they liked the mini-units and 90% said they preferred having a choice of classes such as mini-units rather than being assigned to classes (Table 26 on page 43).

Comparing mini-units with assigned classes, 80% of the students said they liked mini-units better, 6% said they liked assigned classes better, and 13% said there was no difference. Thirty-seven percent of the students said they learned more in the mini-units, and 32% said they learned more in the assigned classes. A somewhat greater percentage of the 1972-73 students said their fellow students goofed off more in the mini-units (38%) than in the assigned classes (29%).

Student Attitudes Toward School and Teachers

The seventh grade team students were given the Student Opinion Questionnaire in May 1973 as part of a city wide assessment of seventh graders' attitudes toward various aspects of school. Results from this questionnaire will not be available until early fall 1973.

The eighth grade team students were given several items from the Student Opinion Questionnaire in May 1973. Table 27 on page 45 shows the percentage of eighth grade students who either strongly agreed or agreed with each statement for each of the last three years. The attitudes of the 1972-73 eighth

Table 24

Overall Rating of Counselor Helpfulness by Marshall-University Seventh and Eighth Grade Students in 1970-71, 1971-72, and 1972-73

	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 Non-Team N=123	1972-73 Team N=216
Very helpful	60%	44%	52%	52%
Sometimes helpful	25	36	27	36
Of no help	1	1	1	1
I don't know	15	19	20	11

Table 25

Team Students' Opinions of the Team Organization

Question	Response	1971-72 Team N=149	1972-73 Team N=216
Do you think the team of teachers and a counselor is better for students than not having teachers and counselors work as a team?	Yes, better for students	59%	57%
	No, worse for students	13	6
	Makes no difference	15	16
	I don't know	13	21
Would you like to have your teachers work together as a team next year?	Yes	68%	57%
	No	12	11
	Makes no difference	20	32

Table 26

Reactions of Eighth Grade Team Students to the Mini-Units

Question	Response	1971-72 N=72	1972-73 N=100
Would you rather have a choice of classes such as the mini-units or be assigned to classes (as it was before mini-units)?	Assigned to classes	6%	2%
	Choice of classes	93	90
	Makes no difference	1	7
Overall, how well did you like the mini-units?	I liked them very much	33%	46%
	I liked them	57	44
	I neither liked nor disliked them	3	6
	I did not like them	7	3
Compared with assigned classes (before mini-units), how well did you like the mini-units?	I liked the mini-units better	78%	80%
	I liked the assigned classes better	11	6
	No difference between assigned and mini-units	11	13
Overall, how much did you learn from the mini-units?	I learned a lot	27%	24%
	I learned something	70	72
	I did not learn anything	3	4
Compared with the assigned classes, how much did you learn from the mini-units?	I learned more in the assigned classes	19%	32%
	I learned more in the mini-units	50	37
	No difference between assigned and mini-units	31	30
Looking at the entire class of students, compare the mini-units with the assigned classes.			
A. The students learned more in the	Assigned Classes	21%	40%
	Mini-Units	49	34
	No Difference	30	26
B. The students enjoyed class more in the	Assigned Classes	7%	2%
	Mini-Units	90	95
	No Difference	3	2
C. The students goofed off more in the	Assigned Classes	17%	29%
	Mini-Units	30	38
	No Difference	53	33

grade team students were less favorable than the attitudes of the 1971-72 eighth grade team students, but were fairly similar to the attitudes expressed by the 1970-71 eighth graders and the 1971-72 non-team eighth graders. For example, 67% of the 1972-73 team students, 82% of the 1971-72 team students, 66% of the 1971-72 non-team students, and 71% of the 1970-71 students indicated that they liked school.

A more complete analysis of student attitudes will be made when the seventh grade and city-wide results become available.

Parent and Student Involvement

Four seventh grade parent meetings were held in the fall of 1972 to actively involve parents in the educational program. Parents also participated in a human relations day program and in the eighth grade mini-unit registration. However, most parent involvement at both seventh and eighth grade came through individual parent contacts with team staff members. Teachers and counselors contacted parents frequently. About one parent conference was held each week at school. The internal evaluation unit of the Southeast Alternatives project conducted several surveys of Marshall-University parents and provided the seventh and eighth grade staff with the data.

There is little evidence that team students had substantially greater opportunities for involvement and input in the school program than in previous years. The team students were given opportunities to select mini-units and special activities, were asked to give feedback on a number of questionnaires, and met with the community to plan extra-curricular activities. Seventy-six percent of the eighth grade team students said teachers are willing to listen to suggestions from students, and 30% said they are never involved in making decisions about their school or class (Table 27 on page 45). The picture of students' involvement in classroom and school decision making will be clearer when the seventh grade Student Opinion Questionnaire results become available.

Marshall-University Summary and Recommendations

The Reorganized Junior High Program at Marhall-University was centered around two teacher-counselor teams that worked with the 160 eighth grade students and one teacher-counselor team that worked with about 100 of the 160 seventh grade students. Each team consisted of a counselor and four teachers, one

Table 27

Marshall-University Eighth Grade Students' Attitudes Toward Various Aspects of School

Item	1970-71 Grade 8 N=132	1971-72 Grade 8 Team N=77	1971-72 Grade 8 Non-Team N=76	1972-73 Grade 8 Team N=130
I like school	71%	82%	66%	67%
I think school is fun	62	70	64	53
I don't like schoolwork	41	43	41	40
I like most of my teachers	80	85	76	81
I think my teachers understand me	53	75	70	55
I find my teachers to be fun and exciting	48	64	57	52
Most of my teachers seem to like me	72	95	80	80
My teachers really know how to teach	55	70	69	60
My teachers are willing to listen to suggestions from students	a	a	a	76
I am never involved in making decisions about my school or class	30	23	33	30

[a]This question was not asked in years prior to 1972-73.

each from English, mathematics, science, and social studies. Daily team meetings during the team teachers' common preparation time were the core of the project. The team used this meeting time to discuss individual students, to share techniques, to discuss instructional methods, and to plan future activities.

All, or all but one, of the team teachers felt the team organization had a positive effect in several areas: awareness of individual students, methods for dealing with students, working relationships among staff, staff-student relationships, parent contacts, and staff planning. All but one of the team teachers said they made changes during the year in instructional materials, subject matter organization, or instructional methods as a result of the team organization.

Recommendation one: continue the teacher-counselor team organization with a common meeting time during the school day for the team members.

Did the teachers view the counselor as an effective team member? The evidence is positive. Seventy-five percent or more of the 1972-73 team teachers reported five or more contacts with the counselor in the following areas: provided information about individual students, provided a referral resource, offered suggestions to cope with students, observed the classroom, and participated in conferences about students. The team teachers reported fewer contacts with the counselor in three less traditional areas: actively participated in classroom activities, helped develop an appropriate classroom atmosphere, and helped plan curriculum. Fewer teacher-counselor contacts were reported in the latter two areas in 1972-73 than in the first year of the project (1971-72), although about three-fourths of the 1972-73 team teachers felt counselors should help develop an appropriate classroom atmosphere and should help plan curriculum. However, the twelve 1972-73 teachers who indicated that they made changes in instructional materials, subject matter organization, or instructional methods also reported that the team counselor had an effect on the change.

On an overall rating of counselor helpfulness, 92% of the team teachers rated the counselor as very helpful and one teacher rated the counselor as helpful. The counselors were rated as more helpful by 1972-73 and 1971-72 team teachers than by 1971-72 non-team teachers, and somewhat more helpful by 1972-73 team teachers than by 1971-72 team teachers.

Recommendation two: continue the counselor as a member of the team organization.

Recommendation three: although many commitments and requests for the staff's time exist at Marshall-University, more counselor time should be spent helping the team teachers develop classroom methods, materials, and teaching behaviors that promote a positive learning environment.

Did the students view the counselor as an effective staff member: Eighty-eight percent of the 1972-73 team students rated their counselor as very helpful or helpful. This overall rating was fairly similar to ratings made by students in the first year of the project (1971-72) and by students in the year prior to the project (1970-71). Seventy-five percent or more of the 1972-73 team students felt their counselor tried to understand them, was interested in them, liked them, was approachable, and was not manipulative.

Did parent and student participation in the program increase? Most parent involvement came through individual contacts by team members. Teachers and counselors contacted parents frequently, and about one parent conference was held at school each week. Four seventh grade parent meetings were held in the fall of 1972 to actively involve parents in the school program.

There is little evidence that team students had substantially greater opportunities for involvement and input in the school program than in previous years. The team students were given opportunities to select mini-units and special activities, and were asked to give feedback on several questionnaires. Seventy-six percent of the eighth grade team students said teachers are willing to listen to suggestions from students, and 30% said they are never involved in making decisions about their school or class.

Recommendation four: continued efforts should be made to involve the parents and students in program development.

Did the students have a positive attitude toward school and their teachers? Fifty-seven percent of the 1972-73 team students felt the team concept was better for students, 6% of the students said it was worse, 16% said it made no difference, and 21% said they did not know. Although the school-related attitudes of the 1972-73 eighth grade team students were more positive than negative, and were more favorable than previous city-wide results, they were less favorable than the attitudes of the 1971-72 eighth grade team students and were fairly similar to the attitudes expressed by the 1971-72 non-team eighth graders and the 1970-71 eighth graders. For example, 67% of the 1972-73 team students, 82% of the 1971-72 team students, 66% of the 1971-72 non-team students, and 71% of

the 1970-71 students indicated that they liked school. A more complete analysis of student attitudes will be made when seventh grade and city-wide results on the Student Opinion Questionnaire become available.

Recommendation five: continued efforts should be made to develop and use student feedback systems to identify sources of positive and negative student attitudes.

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